

ادراك الطلبة العراقيين متعلمي اللغة الانكليزية لغة أجنبية لأفعال الكلام الموفقة

### Iraqi EFL Learners' Recognition of Felicitous Speech Acts

Dr. Abid Hmood Ali

Assistant professor

University of Tikrit - College

of Education for Human

Sciences

د. عبد حمود علي

أستاذ مساعد

جامعة تكريت - كلية التربية للعلوم

الإنسانية

[abdhmod@tu.edu.iq](mailto:abdhmod@tu.edu.iq)

الكلمات المفتاحية: طلبة السنة الرابعة الجامعيين، طلبة الماجستير، افعال الكلام الموفقة،

ادراك

**Keywords: Fourth- year undergraduate students, M.A. students, felicitous speech acts, recognition**

#### الملخص

تعنى هذه الدراسة في التحقق من قدرة طلبة السنة الرابعة الجامعيين طلبة الماجستير العراقيين متعلمي اللغة الإنجليزية لغة أجنبية في استخدام افعال الكلام الموفقة في مستوى الادراك. تحاول هذه الدراسة الاجابة على الاسئلة التالية: (١) هل توجد فروق ذات دلالة إحصائية بين القيمة المحسوبة والقيمة المجدولة لاختبار الادراك لأفعال الكلام الموفقة المستخدمة من قبل طلبة السنة الرابعة الجامعيين، (٢) هل توجد فروق ذات دلالة إحصائية بين القيمة المحسوبة والقيمة المجدولة لاختبار ادراك افعال الكلام الموفقة المستخدمة من قبل طلبة الماجستير، (٣) هل ان هناك فروق ذات دلالة إحصائية بين القيمة المحسوبة والقيمة المجدولة لاختبار الادراك على افعال الكلام الموفقة المستخدمة من قبل طلبة السنة الرابعة الجامعيين حسب متغير العمر، (٤) وفقاً لمتغير عمر طلبة الماجستير، هل ان هناك فروق ذات دلالة إحصائية بين القيمة المحسوبة و القيمة المجدولة لاختبار ادراك افعال الكلام الموفقة المستخدمة من قبل الطلبة، (٥) فيما يخص القيمة المحسوبة والقيمة المجدولة لاختبار الادراك لأفعال الكلام الموفقة المستخدمة من قبل طلبة السنة الرابعة الجامعيين وطلبة الماجستير هل توجد فروق ذات دلالة إحصائية بينهما .ولتحقيق أهداف الدراسة، فقد أجرى الباحث استبياناً وطبقه على عينة مكونة من (٥٠) طالبا وطالبة في الصف الرابع ، و (١٣) طالبا وطالبة ماجستير قسم اللغة الإنجليزية، كلية التربية للعلوم الانسانية، جامعة تكريت .تم تصميم اختبارا مكونا من عشرة مواقف لغرض قياس قدرة المتعلمين على ادراك افعال الكلام الموفقة. كانت

اهم نتائج الدراسة كالآتي: (١) ليمتلك طلبة السنة الرابعة الجامعيين القدرة على ادراك أفعال الكلام الموفقة، (٢) يمتلك طلبة الماجستير القدرة على ادراك أفعال الكلام الموفقة (٣) لا يوجد تباين بين الذكور والإناث من طلبة السنة الرابعة الجامعيين في ادراك أفعال الكلام الموفقة في مستوى الإدراك، (٤) وفقاً لجنس طلبة الماجستير ، فإنه لا يوجد تباين في ادراك أفعال الكلام الموفقة، (٥) يمتلك طلبة الماجستير انتاجاً أفضل من طلبة السنة الرابعة الجامعيين فيما يتعلق باختبار الادراك لأفعال الكلام الموفقة.

**Abstract**

This study attempts to investigate the ability of Iraqi undergraduate fourth-year students' and M.A. students' recognition of felicitous speech acts. To achieve the aims of the study , a sample of (50) Iraqi EFL fourth-year undergraduate students and (13) M.A. students at the Department of English, College of Education for Human Sciences, Tikrit University, have participated in responding to a test composed of ten situations used to assess the learners' ability to recognize felicitous speech acts. The following hypotheses have been set:1) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for undergraduate fourth-year students, 2)There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for M.A. students, 3)There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for males and females of undergraduate fourth-year students,4) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for males and females of M.A. students, and 5) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for undergraduate fourth-year students and M.A. students. The most important conclusions are:1)Fourth- year undergraduate students have recognition in using felicitous speech acts, 2) M.A. students have recognition of felicitous speech acts, 3) In terms of the recognition test, there is no variation between males and females of fourth- year undergraduate students use of felicitous speech acts ,4)There is no variation between males and females of M.A. students recognition of felicitous speech acts and 5) M.A. students have better recognition than

fourth- year undergraduate students in the recognition of felicitous speech acts.

## 1.Introduction

Speech act theory has been flourishing area in pragmatics as it deals with various aspects of language use. Speech acts are very common in real life situations. The speakers of a certain language, depending on their pragmatic competence, can communicate successfully. The major idea of the theory of speech acts is that utterances are used to perform actions by which reality will be changed after the moment of uttering certain words. Yet, to issue a speech act, some conditions are necessary for its accomplishment. These conditions are called felicity conditions (henceforth, FC(s)). When such conditions are obtained, a speech act becomes felicitous whereas when they are not considered, the speech act is called infelicitous.

Using speech acts represents a challenge to foreign language learners because it is not related to use pragmatically felicitous speech acts (henceforth, (FSA(s)) (Zheng and Xu,2019: 37).In a similar vein, Allot (Cited in ibid:38) mention that students are supposed to be aware of the grammatical correctness of language but may encounter problems in matching these forms with FC(s).

An extensively recognized problem is found when learners of a foreign language are not able to use speech acts successfully. Iraqi learners of English are supposed to recognize speech acts in a felicitous way. Regarding Fourth-year students and M.A. students, the recognition of FA(s) have not been dealt with in detail. Yet,to the best of the researcher's knowledge, there is a need for exploring foreign language learners recognition of speech acts. The present study attempt to explore Iraqi EFL learners use of FSA(s) at the recognition level. The following hypotheses have been set:

1) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for undergraduate fourth-year students,

- 2) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for M.A. students,
- 3) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for males and females of undergraduate fourth-year students,
- 4) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for males and females of M.A. students, and
- 5) There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of felicitous speech acts for undergraduate fourth-year students and M.A. students.

## 2. Speech Act Theory

It seems necessary to present an overview of speech act theory (henceforth, SAT) in order to recapture its essence before conducting the analysis. In SAT, utterances are used to perform actions that change reality soon after pronouncing certain words.

Austin (1962: 3-6) classifies utterances into constatives and performatives. The former is introduced to describe true or false statements whereas the latter is used to describe the utterances by which actions are performed.

The essential idea underlying performatives, according to Austin (ibid: 6), is that "issuing of the utterance is the performing of an action." Consider the following utterances presented by him:

- (1) I do.
- (2) I bet you six pence it will rain tomorrow.

So, in (1), an act of marriage takes place after saying specific words by specific people before an authorized person who is a priest or an official in the Western culture. An act of betting takes place when the taker has accepted the offer or of the bet as shown in (2).

Searle (1969:16) highlights the significance of speech act in communication as he says "the unit of linguistic communication is not, as has generally been supposed, the symbol, word or sentence... but rather the production or issuance of the symbol or word or sentence in the performance of the speech act."

### 3. Felicitous and Infelicitous Speech Acts

FC(s) are requisite for the performing an illocutionary act, so they must be obtained in the issuance of a speech act. Accordingly, a speech act is either happy or unhappy in relation to the circumstances in which it is used. According to Yule(1996:51), in order for a speech act to be felicitously performed, the content of utterance, the speaker's intention, and its context should be associated with some conditions.

According to Crystal (2003:178-179), felicity conditions refer to "a term used in the theory of speech acts to refer to the criteria which must be satisfied if the speech act is to achieve its purpose." Briner (2013:184) confirm that FC(s) involve contextual and intentional requirements for the felicity of speech acts.

FC(s) form a group of necessary conditions for the performance of a speech act. The act will be performed successfully if these conditions are present Austin(1962:14-15) categorizes felicity conditions into four types: (A.1-2) preparatory conditions, (B.1-2) executive conditions, (Γ.1) sincerity condition, and (Γ.2) a fulfillment condition. He (ibid) proposes six rules to devise felicitous performative utterances and he claims that "Now if we sin against any one(or more)

of these six rules, our performative utterance will be (in one way or another ) unhappy."

Searle (1969: 65-68) re-classifies these conditions into four types: propositional content conditions , preparatory conditions , sincerity conditions, and essential conditions. Each of these types has certain functions. FSA(s) are those which meet certain circumstances or conditions which are called FC(s). Infelicitous speech acts are utterances which do not meet these conditions.

Austin (1962) states that misfires and abuses are the main classes of infelicitous speech acts. Regarding misfire , he (ibid:17) mentions that violation of the first two rules leads to misfire. Misfire is subdivided into two types: misinvocation and misexecution. Consider ( 3) and (4 ) which represent them respectively:

(3) I offer a gift and no one accepts it. (Robson and Stockwell, 2005:11).

(4) Ahmed says:" I am waiting you in my flat.

So (3) is infelicitous because the gift is not accepted by any one.

Utterance (4) is also infelicitous if the speaker has more than one flat.

Abuse will also occur when the third rule is violated as in (5):

(5) congratulations.

This utterance is infelicitous when the congratulation is unfelt by the teacher who knows that the student succeeds in cheating.

#### **4. Searle's (1979) Classification of Speech Acts**

Searle (1979: 12-20) suggests a taxonomy of speech acts as shown below:

1. Assertives: those acts which commit the speaker to something being the case or to the truth of the expressed proposition. Like complain ,conclude, etc. The direction of fit is that words match the world.



2. Directives: these acts are represented by the speaker's attempt to get the hearer do something, for example: request, order, command, etc. In this class, the words cause the world to change.
3. Commissives: those acts in which the speaker is committed to some future course of action, for example: promise, and commitment. This class involves changing the world according to the words.
4. Expressives: these acts express a psychological state about a state of affairs expressed in the propositional content, for example, welcome, apologize condole, , etc. This class reflects a neutral direction of fit. In other words, there is no fit between words and the world.
5. Declarations: they bring about a change in the status or condition of the referred object, e.g. appoint, declare, etc. The direction of fit in this class is similar to that of directives.

## 5. Methodology

This section presents the methods utilized to collect data such as: the participants and the questionnaire. The test validity and reliability in addition to the pilot study and the test administration are also dealt with.

### 5.1 Participants

The study involves (50) EFL fourth-year college students and (13) M.A. students randomly chosen from (140) and (13) M.A. students at the Department of English, College of Education for Human Sciences, university of Tikrit in the academic year (2021-2022). The EFL learners are classified according to their gender as males and females and their educational level i.e., undergraduate fourth-year students and M.A. students. The undergraduate fourth-year students' ages range from 21 to 28 years whereas M.A. students' ages range from 24 to 44 years.

## 5.2 Instrument

The questionnaire is designed for investigating Iraqi EFL Learners use of FSA(s) includes multiple choice questions. It is devoted to a recognition test where participants are asked to react to ten situations that are used for eliciting information about the learners' ability to use speech acts felicitously. The situations included in the questionnaire are adopted from various sources including daily communication situations. The participants are asked to respond to the situations provided in the test (See Appendix A).

## 5.3 Procedure

In order to investigate the effectiveness of data collection techniques and items appropriateness, the questionnaire is piloted to a random sample consisting of twelve fourth-year students from the Department of English, College of Education for Human Sciences, University of Tikrit. Some explanations have been made in order to attain participants' satisfactory performance. The participants are asked to sit for the test in March 2022. Before participate answering the questionnaire, the participants are encouraged to respond seriously to all its questions .

In order to ensure the objectivity of the student's answers, they are asked to answer the test with their consent. They are told that the aim of the test is for research purposes and has nothing to do with their marks in their study. They have also been told that it is optional to mention their names on the test sheet in order to avoid embarrassment. The items that are left without any answer are given zero marks. The test maximum score is (50) . The results obtained show no significant ambiguity of test items so their appropriateness has been confirmed.

The Statistical Package for the Social Sciences (SPSS) software Version 22 is used in the analysis of data. An independent sample T-test is used to analyze the data collected.

#### 5.4 Test Validity

Test validity is an essential component of tests. It is considered the most important quality in test use. In order to reach this objective, the test has been presented to a jury of experts (See Appendix B). All the items used are approved by the jury members except some few suggested modifications to some items. As a result, the questionnaire has taken the form of the version in Appendix ( A) and forwarded to the participants to conduct the pilot study.

#### 5.5 Test Reliability

Test reliability is the extent to which a test is consistent and stable in measuring what it is intended to measure (Harrison,1983:11). In order to ensure the reliability of the test used in this study, a sample of the participants is subjected to the test twice after three days. This sample is composed of twelve students chosen randomly from undergraduate students at the Department of English, College of Education for Human Sciences, University of Tikrit. The correlation between scores of the two tests is calculated by using the Kuder-Richardson formula:

$$R = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{Nx^2} \right)$$

Where R= reliability, N= the number of items in the test, m = the average of the test scores, and x= is the standard deviation of the test scores.

The computation of the results has revealed that the reliability of the test amounts to 0.79 which is a positive correlation.

## 6. Data Analysis and Discussion

This section represents the practical part of the current study where the results of analyzing the data collected are displayed according to the utilized methods of analysis.

### 6.1 Data Analysis

The data is analyzed in light of the hypotheses of the study. The results of analysis will be based on the recognition test.

#### 6.1.1 The First Hypothesis

The first hypothesis statement is: "There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) for undergraduate fourth-year students." The purpose of this hypothesis is to investigate undergraduate fourth-year students' recognition of FSA(s).

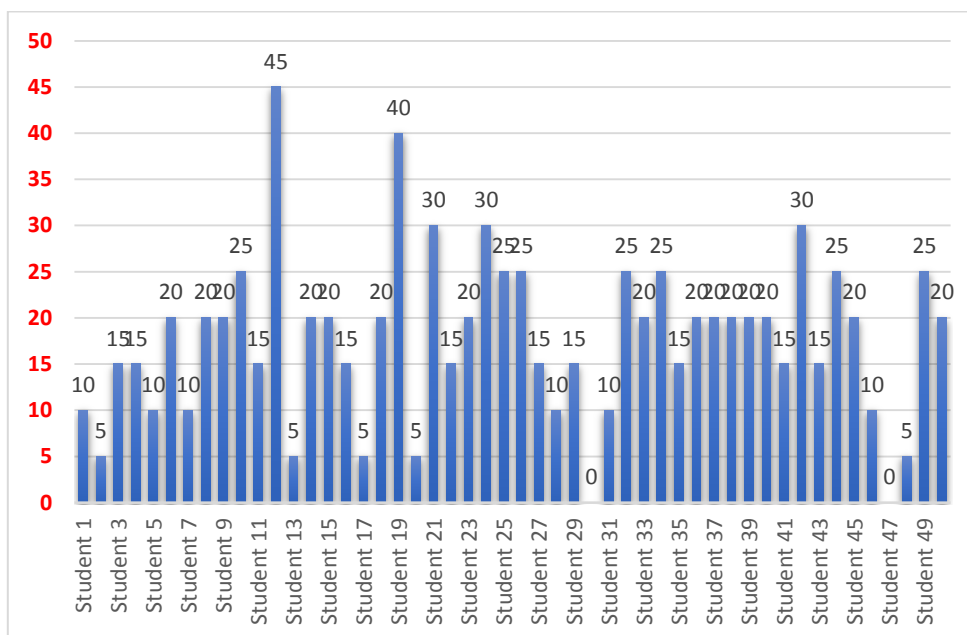


Figure (1)

#### Recognition Test Marks for Undergraduate Fourth-year Students

As shown in Table (1) below, the mean score is (17.70) and the standard deviation is (9.047 ). With respect to the test value , the

calculated value (-5.706-) is higher than the tabulated value (1.677) at the Alpha level of significance (0.05) and degree of freedom (49). This indicates that there is a statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) used by undergraduate fourth-year students. As a result, the null hypothesis is rejected.

**Table (1)**

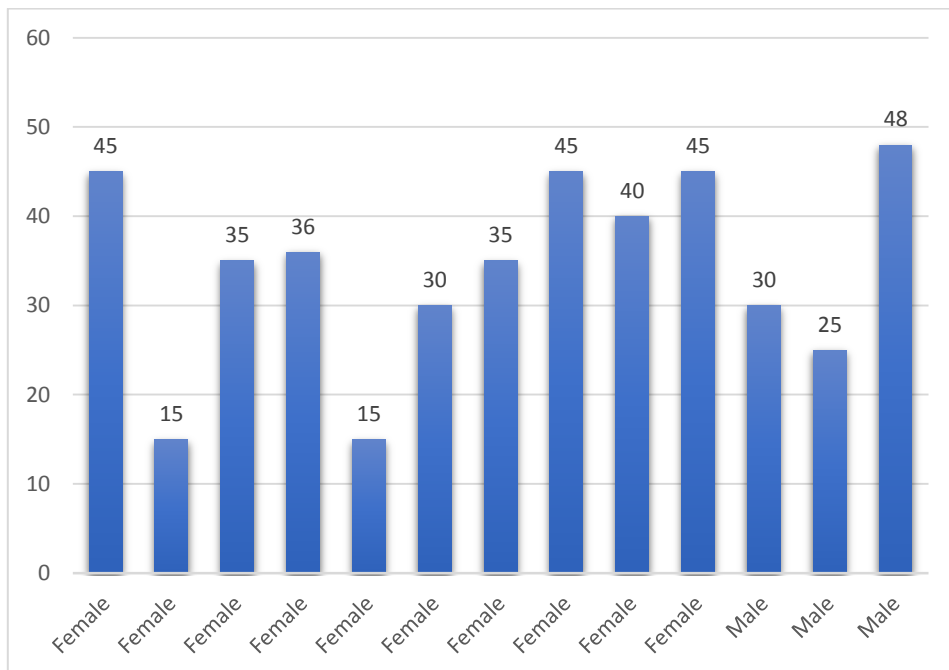
**Mean Scores of the Recognition Test for Undergraduate Fourth-year Students**

No. of students	Mean	SD.	T. value		DF	P. value
			Calculated	Tabulated		
50	17.70	9.047	-5.706-	1.677	49	0.000

\* Note: Alpha level of significance = 0.05, SD: standard deviation, DF: degree of freedom.

### 6.1.2 The Second Hypothesis

The second hypothesis statement is: "There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) for M.A. students." This hypothesis aims at examining Iraqi M.A. students recognition of FCA(s).

**Figure (2)****Recognition Test Marks for M.A. Students**

It is obvious from Table (2) below that the mean score is (34.15) and the standard deviation is (10.938). With regard to the test value, the calculated value (3.017) is higher than the tabulated one (1.782) at the Alpha level of significance (0.05) and degree of freedom (12). This means that there is a statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) used by M.A. Students. Thus, the null hypothesis is rejected.

**Table (2)****Mean Scores of the Recognition Test for M.A. Students**

No. of students	Mean	SD.	T. value		DF	P. value
			Calculated	Tabulated		
13	34.15	10.938	3.017	1.782	12	0.011

\* Note: Alpha level of significance = 0.05, SD: standard deviation, DF: degree of freedom.

### 6.1.3 The Third Hypothesis

The third hypothesis statement is: “ There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) for males and females of undergraduate fourth-year students.” This hypothesis attempts to scrutinize gender similarities in the recognition of FSA(s) for undergraduate fourth-year students.

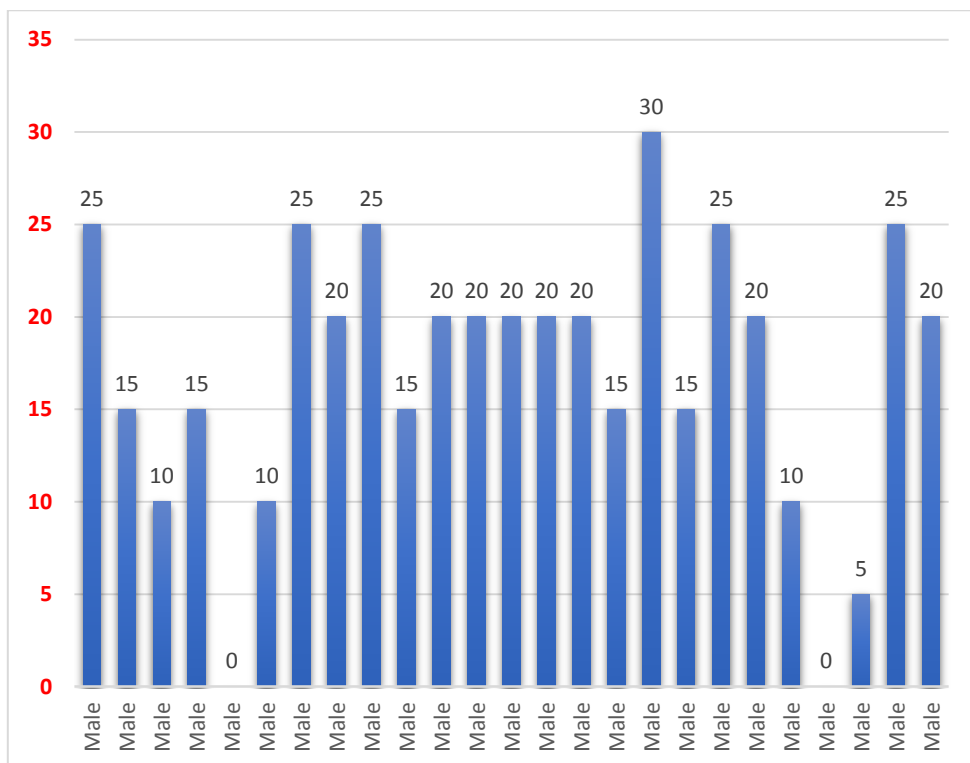


Figure (3)

**Recognition Test Marks for Males of Undergraduate Fourth-year Students**

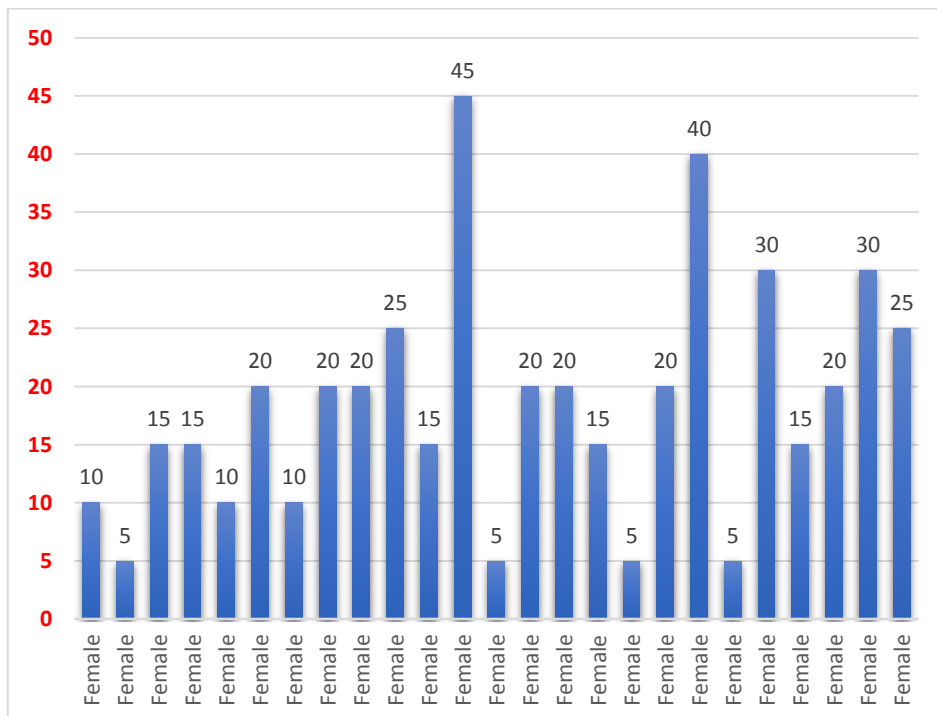


Figure (4)

#### Recognition Test Marks for Females of Undergraduate Fourth-year Students

As illustrated in Table (3) below, the mean of males (25) is higher than the mean of females (18.40). The calculated value of males is (-0.543-) which is lower than the tabulated one (1.677) at the Alpha level of significance (0.05) and degree of freedom (48). This means that there is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) used by males and females of undergraduate fourth-year students. Thus, the null hypothesis is accepted.



Table (3)

**Mean Scores of the Recognition Test for Males and Females of  
Undergraduate Fourth-year Students**

Gender	No. of students	Mean	SD.	T. value		DF	P. value
				Calculated	Tabulated		
Females	25	18.40	10.279	-0.543-	1.677	48	0.590
Males	25	25	17.00				

\* Note: Alpha level of significance = 0.05, SD: standard deviation, DF: degree of freedom.

#### 6.1.4 The Fourth Hypothesis

The fourth hypothesis statement is: “There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) for males and females of M.A. students.” This hypothesis aims at exploring M.A. students' recognition of FSA(s) according to their gender.

Table (4) illustrates that the calculated value (0.031) is lower than the tabulated one (1.796) at the Alpha level of significance (0.05) and degree of freedom (11). This means that there is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) used by M.A. students according to their gender. Thus, the null hypothesis is also accepted.

Table (4)

**Mean Scores of the Recognition Test for Males and Females of  
M.A. Students**

Gender	No. of students	Mean	SD.	T. value		DF	P. value
				Calculated	Tabulated		
Females	10	34.10	11.269	0.031	1.796	11	0.976
Males	3	34.33	12.097				

\* Note: Alpha level of significance = 0.05, SD: standard deviation, DF: degree of freedom.

### 6.1.5 The Fifth Hypothesis

The fifth hypothesis statement is: “There is no statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) for undergraduate fourth-year students and M.A. students.” The aim of this hypothesis is to assess undergraduate fourth-year students and M.A. students ability to recognize FSA(s) at the recognition level.

As indicated in Table (5) below, the mean score of M.A. students (34.15) is higher than their mean score of undergraduate fourth-year students at the recognition level (17.70). The calculated value (5.593) is greater than the tabulated one (1.670) at the Alpha level of significance (0.05) and degree of freedom (61). This means that there is a statistically significant difference between the calculated value and the tabulated value of the recognition test of FSA(s) used by undergraduate fourth-year students and M.A. students in behalf of the latter. Thus, the null hypothesis is rejected.

**Table (5)**

#### **Mean Scores of the Recognition Test for Undergraduate Fourth-year Students and M.A. Students**

Education	No. of students	Mean	SD.	T. value		DF	P. value
				Calculated	Tabulated		
Undergraduate	50	17.70	9.047	5.593	1.670	61	0.000
M.A.	13	34.15	10.938				

\* Note: Alpha level of significance = 0.05, SD: standard deviation, DF: degree of freedom, M.A.: master.

## 6.2 Discussion of Results

The results of the first hypothesis show that undergraduate fourth-year students have enough pragmatic knowledge about using speech acts at the recognition level. This can be attributed to the fact that they have good experience in the use of speech acts. One explanation may be that the syllabus of linguistics they have studied in the college is helpful. In addition, those students may pay attention to the actual uses of language which leads to the development of their performance.

The results of the second hypothesis gained from the recognition test of FSA(s) for M.A. students make clear that they also have sufficient knowledge of speech acts. This can be construed in that M.A. students have wide experience. Most of those students are qualified and have higher marks that indicate their high achievement. A considerable factor that may affect the performance of M.A. students is that they practice speaking language because most of them are teachers of English in addition to their age which indicates more experience in using English as a foreign language.

It appears from the results related to the third hypothesis that males and females of undergraduate fourth-year students, in the recognition test of FSA(s), show no significant differences. These results show that males and females have similar ability in recognizing FSA(s). This can be construed in light of the fact that they study the same subjects and live in the same culture which means that they have similar experience. Consequently, they will have similar recognition levels of FSA(s).

The results of the fourth hypothesis indicate that there are no statistically significant differences of M.A. students depending on their gender at the recognition test of FSA(s). This means that they are similar in recognizing FSA(s). This may be attributed to the fact that they all have been qualified in the English language as a foreign

language which , by itself, represents an impetus for them develop their linguistic and sociocultural knowledge of English to reach at acceptable levels of performance.

A notable finding related to the fifth hypothesis is that there are statistically significant differences between M.A. students and undergraduate fourth-year students at the recognition test of FSA(s) that the former outperform the latter. This can be explained in terms of the fact that M.A. students have wider background knowledge in comparison with undergraduate fourth-year students. This knowledge expand their communicative competence in general and pragmatic competence which is reflected through their performance in various contexts.

## 7. Conclusions

The most important conclusions of the study are:

1. Fourth- year undergraduate students have recognition in using FSA(s).
2. M.A. students have recognition of FSA(s).
3. In terms of the recognition test, there is no variation between males and females of fourth- year undergraduate students use of FSA(s).
4. There is no variation between males and females of M.A. students recognition of FSA(s).
5. M.A. students have better production than fourth- year undergraduate students in the recognition of FSA(s).

## 8. Pedagogical Implications

Based on the results of the current study, certain pedagogical implications can be stated as follows:

1. In order to internalize pragmatic knowledge for learners' appropriate recognition, teachers of English as a foreign language should teach their students various types of speech acts. This will develop the students' performance in this language.
2. Learners of English as a foreign language should pay more attention to the sociocultural strategies relate to speech acts. This will participate developing their pragmatic competence.

### References

- ❖ Austin, J. L. (1962) *How to Do Things with Words*. Oxford: Oxford University Press.
- ❖ Birner, B. J.(2013) Introduction to Pragmatics. Oxford:Wiley-Blackwell.
- ❖ Crystal, David (2003) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.
- ❖ Harrison, A. (1983). *A Language Testing Handbook*. London: Macmillian Press.
- ❖ Malmkjar, K. (ed.) (2002) *The Linguistics Encyclopedia*.(2<sup>nd</sup> edn.) London:Routledge.
- ❖ Robson, M. and Stockwell,P. (2005) Language in Theory A Resource book for Students. New york: Taylor and Francise-library.
- ❖ Searle ,J. R.(1969) *Speech Acts: An Essay in the Philosophy of Language* Cambridge: Cambridge University Press.
- ❖ Searle ,J. R.(1979) (1979) *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press.
- ❖ Yule, G. (1996). **Pragmatics**. Oxford: Oxford University Press.
- ❖ Zheng, Q. and Xu, Y. (2019)" ' I will not put this request at the very beginning': Chinese EFL students' perception of pragmatic (in)felicity in English email requests". *East Asian Pragmatics*, Vol. 4.1, pp. 37-58.

## APPENDIX (A)

## THE QUESTIONNAIRE

The questionnaire attached to this letter is a procedure adopted by the researcher to investigate the way in which Iraqi learners of English as a foreign language produce felicitous speech acts in different situations. Hence, you are kindly requested to answer the items of the questionnaire as carefully and accurately as possible.

**Thank you**

**General Information**

Name(optional):..... Age:.....

Gender :..... Kind of study : .....

**Read the following situations carefully and then circle the correct letter that represents felicitous speech acts in the following situations: (50 Marks)**

1.The speech act said by someone that “ *The earth is round*” represents a /an -----speech act.

a) infelicitous expressive      b) felicitous assertive      c) felicitous declaration      d)infelicitous assertive

2. Someone's preferable dish is *kabab*. His utterance "*I did not eat meat*" represents a/an -----speech act.

a) felicitous assertive      b) felicitous expressive      c) infelicitous declaration      d) infelicitous assertive

3.The utterance said by a student to a teacher “*Clean the blackboard, please.*” is referred to as a/an -----speech act.

a) felicitous expressive      b) infelicitous assertive      c) infelicitous directive      d) felicitous commissive

4.The speech act said by a boss to his secretary “ *Give me a cup of coffee. Make it black*” exemplifies a/an -----speech act.

a) felicitous commissive      b) infelicitous directive      c) infelicitous expressive      d) felicitous directive

5. Last week, you visit your private doctor in his clinic and he prescribes you a medicament which is very necessary for your treatment. When you visit him this week, he discovers that you forget having that medicament so he becomes nervous. You tell him” ***I’m going to get it right next time.***” This utterance represents a /an ----- speech act.

a) infelicitous declaration      b) infelicitous assertive      c) felicitous commissive      d) felicitous directive

6. The utterance said by someone who does not intend to keep the promise “***I promise to repay the money I owe***” is accounted for as a/an ----- speech act.

a) felicitous commissive      b) infelicitous assertive      c) infelicitous commissive      d) felicitous directive

7. The speech act “***I am really sorry for being late***” said by a college student who comes late to the lecture for the first time typifies a/an ----- speech act.

a) infelicitous assertive      b) felicitous expressive      c) infelicitous expressive      d) felicitous commissive

8. The utterance “***Congratulations!***” said by a teacher to his student who passes the final exam by cheating exemplifies a/an ----- speech act.

a) felicitous expressive      b) infelicitous assertive      c) infelicitous expressive      d) felicitous directive

9. The utterance “***I pronounce you husband and wife***” said by a priest in a western culture is referred to as a/an ----- speech act.

a) infelicitous declaration      b) felicitous assertive      c) felicitous declaration      d) infelicitous directive

10. A layman, at the presence of the president, says “***I name this ship Victoria***” represents a/an ----- speech act.

a) felicitous assertive      b) felicitous expressive      c) infelicitous declaration      d) infelicitous assertive



## APPENDIX (B)

## A LIST OF JURY MEMBERS

No.	Scientific Degree	Name	Specialization	Academic Status	University, College
1.	Prof.	Basim Yahya Jassem	Linguistics	Ph. D.	Mosul, College of Arts
2.	Prof.	Ali Sulaiman Izreaji	Linguistics and Translation	Ph. D.	Tikrit, College of Arts
3.	Prof.	Kamal H. Hussein	Linguistics	Ph.D.	Mosul, College of Education for Human Sciences
4.	Prof.	Muhammed Badea Ahmed	Linguistics	Ph.D.	Tikrit, College of Education for Human Sciences
5.	Prof.	Ahmed Muhammed Salih	Linguistics	Ph.D.	Tikrit, College of Education for Human Sciences
6.	Prof.	Amra Ibraheem Sultan	Methods of Teaching English	Ph.D.	Tikrit, College of Arts

No.	Scientific Degree	Name	Specialization	Academic Status	University, College
7.	Prof.	Istabraq Tariq Jawad	Methods of Teaching English	Ph.D.	Tikrit, College of Education for Human Sciences
8.	Asst. Prof.	Ismail Fathi Hussein	Linguistics	Ph.D.	, Mosul, College of Education for Human Sciences
9.	Asst. Prof.	Hadeel Kamil Ali	Linguistics	Ph.D.	Tikrit, College of Education for Human Sciences
10	Asst. Prof.	Omar Ali Ilyas	Methods of Teaching English	Ph.D.	Mosul, College of Education for Human Sciences